DOCUMENT RESUME

ED 246 927 JC 840 328

TITLE	The P. Sapir Regional College of the Negev: Programs and Objectives. Research and Evaluation Reports.
INSTITUTION	P. Sapir Regional Coll. of the Negev, Ashkelon (Israel).
PUB DATE	[84]
NOTE	14p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*College Curriculum; College Programs; *Community Education; Educational Research; Foreign Countries; Foreign Students; Nontraditional Education; Remedial Instruction; *Rural Education; *Two Year Colleges; Undergraduate Study
IDENTIFIERS	*Israel

ABSTRACT

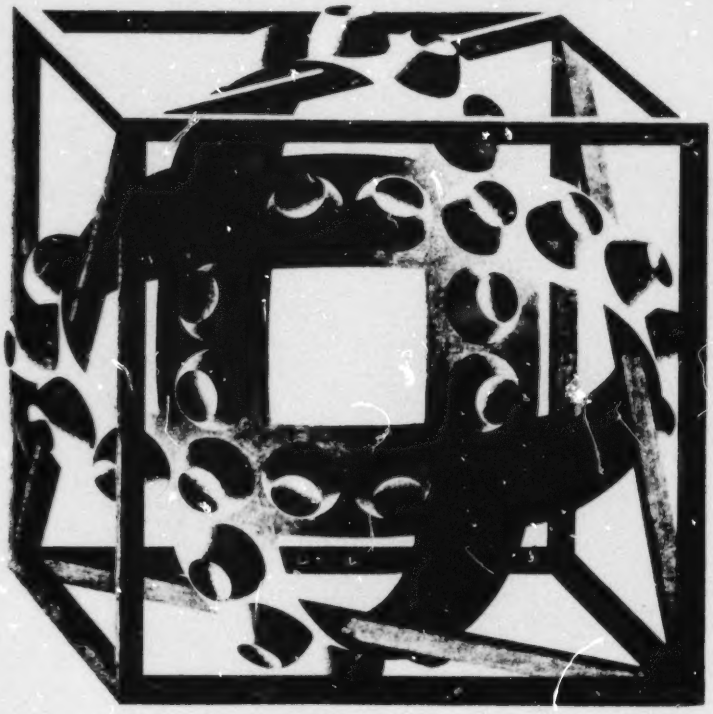
This description of P. Sapir Regional College of the Negev (Israel) highlights the objectives and academic and community education programs of the college. Introductory material discusses the region and population served by the college, the variety of courses offered, and the college's principal aims; i.e., to provide courses for people living in remote areas, to address community problems and needs, and to conduct research to develop and improve educational and community projects. Next, brief descriptions are provided of the college's study programs, including academic studies toward a baccalaureate degree; pre-academic studies; elementary and secondary school level studies; language studies; fine and applied arts; community communication and theater, including courses in the creative use of video programming and a drama workshop; administration and management studies, including courses in municipal and public administration, fiscal management, courses for middle management, and courses in Moshav (small-holder cooperative) management; community education and developmental studies; technological studies; agricultural studies; computers in education and the community; and the workers' school. The final sections outline the activities of the college's community education center, applied research and evaluation unit, and academic program for overseas students. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED246927

RESEARCH & EVALUATION REPORTS
דוחות היחידה למחקר שימושי והערכה

P. SAPIR REGIONAL COLLEGE OF THE NEGEV
מכללת הנגב ע"ש פ. ספיר
Mobile Post Hof Ashkelon 79165 ד"נ חוף אשקלון



JC 840 328

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Dr. Moshe Shelhav

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

THE P. SAPIR REGIONAL COLLEGE

OF THE NEGEV

PROGRAMS AND OBJECTIVES

1 INTRODUCTION

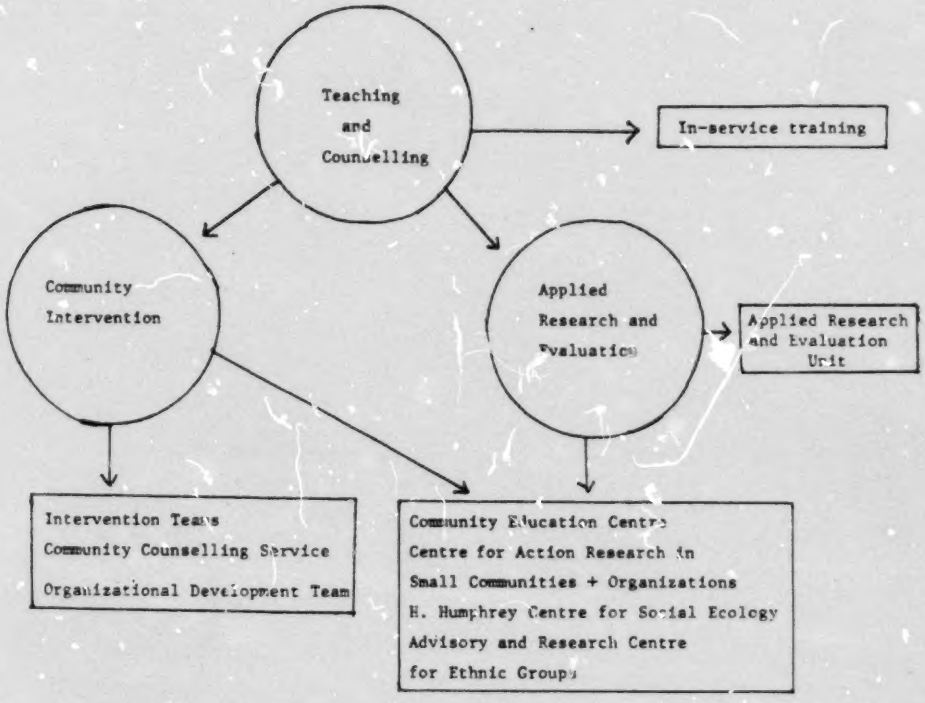
The Pinchas Sapir Regional College of the Negev was established in 1976 by 14 regional and local councils to serve the needs of the southern and Negev regions of Israel. The college aims to enhance community identity and promote the on-going education and development of the inhabitants of 60 kibbutzim, 110 moshavim and 10 cities and development towns in the area.

The college offers a broad range of academic and pre-academic courses, technical and professional training in a variety of fields, study circles and workshops for special interest groups -- all of which share a common orientation and goal: the creation of a new form of integrated community learning for the population of the southern region of Israel. During the 1983-1984 academic year, some 4000 students were registered in 150 courses.

The principal aims of the College are:

1. To provide a viable solution for people living in locations remote from urban cultural and education centres who are interested in combining studies in various fields with their regular work. To facilitate this aim, most of the courses are held in the late afternoon, and organized transportation is provided for students from even the remotest areas.
2. To apply systematic knowledge and professional skills to the search for answers to community problems and needs. Thus, the College plays a leading role in the development and implementation of community-education projects aimed at improving the quality of life in communities and organizations in the region. To this end the Community Education Centre was established, and a number of community-education projects initiated in the region under its auspices.
3. To conduct applied research studies assisting the development and improvement of education programmes, intervention projects, and problem-solving efforts of the various communities in the region. To serve this purpose the Applied Research and Evaluation Unit was set up.

The following diagram illustrates the broad range of functions served by the P. Sapir Regional College.



Many of the students at the College come from the development towns and moshavim (small-holders' cooperative settlements) which were established in the 1950's to absorb new immigrants from the pre-industrialized countries of the Islamic world. Lack of preparation for life in modern, industrialized Israel, unfamiliarity with the language and often, illiteracy, as well as isolation from the urban centres, were factors contributing to a widening socio-educational gap in Israeli society. Increasing awareness of this problem and its implications for Israeli society as a whole, led to concerted efforts to reverse this process. Many of the study programmes and courses at the College have been especially designed to meet the needs of this population at various levels, from basic literacy and technical training to academic studies leading to a B.A. degree in the humanities for mature students lacking formal academic qualifications. A variety of institutions in Israel and abroad are contributing their support to this effort, as are employers and government agencies who encourage their employees to enhance their skills and knowledge both by paying part of the tuition fees and by upgrading employees who successfully complete courses of study.

Study grants and stipends are available to students and are granted to students in need and to those excelling in their studies.

The guiding spirit of the College is its commitment to the communities its serves and to their needs. In practice, this ethos has resulted in an on-going dialogue between the College and its client population, a quick response to newly-defined needs, and constant renewal and innovation. A recent example is the course in Municipal Administration especially designed for the recently established Beduin town of Rahat to prepare its population for self-management in a totally new, urban setting.

In order to carry out all of the above activities, a complex transportation network must be maintained, bringing the students from urban and agricultural settlements to the College and returning them to their homes. One must take into account that the majority of these settlements are inhabited by no more than 200-250 people and that public transportation is available only once a day. Therefore, people who wish to study must either have the studies brought to their homes or fulfill their needs by travelling to the centers of education. The latter is made possible by the Regional College which provides a rational solution with socially progressive ramifications, although an extremely expensive one.

This complex framework demands a major investment in organization, administration, transportation, pedagogic manpower, modern didactic equipment, libraries, laboratories, etc.

The Pinchas Sapir Regional College derives its budget from relatively small contributions from the municipalities, a few government ministries and from tuition paid by the students.

II Study Programmes Offered by the College

1. Academic Studies

a. Accredited Academic Courses, under the auspices of the Ben-Gurion University of the Negev in Beersheva, lead towards a B.A. degree in the Humanities and Social Studies. Students must meet the same criteria as regular students at the University; however, special provisions exist for students lacking formal qualifications but excelling in their studies, facilitating access to university studies. Students may accumulate 4-20 credits (hours of study per week) without leaving their regular place of work. At this rate, a student may complete the equivalant of the first two years of university studies in three years. Many students actually do accomplish this and continue their university studies immediately afterwards.

b. General Studies are offered in such areas as Economics, Judaism, Social Sciences, Geography of Israel, Current Events and the like, providing a wide range of choices for people who otherwise would have little contact with these subjects.

c. B.A. Programme for Community Leaders, in cooperation with the Open University under the sponsorship of Project Renewal, provides access to higher education for inhabitants of development towns and depressed areas who play leading roles in their communities but lack formal academic qualifications. Preceded by a pre-academic preparatory course, the programme leads to a B.A. degree in the Humanities and Social Sciences after 4-5 years of part-time study.

2. Pre Academic Studies

a. Pre-Academic courses serve the needs of young people who for various reasons did not complete their secondary school education or their matriculation exams. An intensive course of 40 hours per week, over a period of 1½ - 2 years, is available to students who left school after 9-11 years, and who have completed their army services. The College provides dormitories for the students in the neighbouring town of Sederot. The course prepares the students for matriculation exams and enterance to the University or to technical colleges.

b. For students who have completed their secondary education but lack matriculation, a part time (18-22 hours per week) course of a years duration is offered.

Not only do these courses offer a"second-chance" to a broad range of people of various ages and backgrounds, but they also serve as a framework for enhancing their self-image and sense of personal worth and achievement.

c. For students who have partially fulfilled their matriculation requirements, courses are offered preparing them for matriculation in specific areas, such as Mathematics, English, History, etc.

3. Elementary and Secondary School Level Studies

a. For older students, who lack the benefit of a formal secondary education. Special courses enabling them to broaden their general knowledge and to acquire competence in basic subjects such as Mathematics, English and Hebrew are offered.

b. Courses for specially gifted children and children from deprived areas are organized by the College in cooperation with the Ministry of Education. These include mathematics, electronics, biology, creative drama, geography, topography, archeology, astronomy and others.

4. Language Studies

Courses are available at various levels in English, French, Spanish, Arabic, German, and Hebrew, as well as an Ulpan (intensive month-long Hebrew course) for new immigrants, Specialized language courses, such as technical or commercial English, or crash-courses in conversational Arabic are also offered. A newly-constructed language-lab will facilitate the ability of the College to meet the needs of its students in the area.

5. Fine and Applied Arts

a. A broad range of courses with emphasis on the plastic arts, but also in literature, music and drama, are aimed at enhancing the development of individual self-expression of kibbutz and moshav members and development town inhabitants who lack the opportunity or time for full time study in academic or para-academic institutions in the cities. These courses range from an advanced two year course in ceramics to sculpture for beginners. Crafts courses: sewing, embroidery, jewelry-making, etc. cater to a variety of interests.

6. Community Communication and Theatre

a. Courses in the Creative Use of Video Programming - train members of different settlements and communities in the area in the use of video as an effective communication medium. The course deals with the various elements of producing a T.V. programme: photography, editing, sound, mixing, script-writing and illustration. With the introduction of cable t.v., the settlements in the region will thus be enabled to utilize the media for their own self-expression, and not only as passive recipients.

b. The Drama Workshop - provides amateurs with basic knowledge of the various aspects of theatre. Its aim is to provide students with the skills needed for producing and directing plays in their own communities.

7. Administration and Management Studies

a. Courses in Municipal and Public Administration and Fiscal Management - are geared to meet the needs of senior public servants and elected officials serving the municipalities and regional councils of the area, and to enhance their knowledge of the different aspects of municipal administration, project development and implementation, and of the standards and procedures involved in the every-day work of local government.

b. Courses for Middle-management in Industry - provide leadership training, inter-personal communication skills, and awareness of technological and organizational changes for foremen and team leaders in the industrial enterprises in the area.

c. Courses - in accounting, typing, stenography and secretarial work provide basic training and avenues of advancement in these fields.

d. Courses in Moshav Management - cover a range of topics relevant to the moshav (small-holders cooperative) farm management and planning, economics, and fiscal management and social organization.

e. Special courses are also available for personnel staffing the various levels of school administration.

8. Community Education and Development Studies

A variety of courses aim to provide people from the various types of communities in the region: the kibbutz, the moshav, the development town and the city - with the knowledge and skills required to cope with a broad range of community needs.

a. Gerontology: a two year course, accredited by the Ben Gurion University of the Negev, is aimed at community workers, nurses and other actively involved in work with aging and aged in their communities. Within the framework of the course, the student deepens his understanding of the different aspects of human development throughout the life span and of the process of aging in order to develop the skills needed to plan and implement programmes for the aged in the community.

b. In-service training for nursery nurses, in cooperation with the Ministry of Welfare and Labour and the various voluntary Womens' Organizations, is intended to improve the knowledge and abilities of the personnel staffing day-care centres and nursery schools. Completion of the two year course (one full day per week) leads to a higher professional grade. Special emphasis is placed on interpersonal communication-skills and the importance of cooperation with parents and the community.

c. Courses for Community Organizers -provide para-professional training for neighbourhood activists in various aspects of community organization and development.

d. Courses for Youth Leaders - combine theoretical studies and the enhancement of practical skills needed for the organization of informal educational and social activities for young people in the towns and settlements of the region.

e. Seminars for Coordinators of Absorption Committees in Kibbutzim and for New Kibbutz Candidates and Members - aim to provide th former with relevant skills and awareness of the problems of the new-comer and to enhance the knowledge and understanding of the latter regarding the unique structure and way of life of the community they have chosen to join.

f. Courses for Para-professional Early Childhood Educators - train women for work in community-based educational programmes for mothers and small children in development towns and moshavim in the area.

A variety of other courses cover such areas as the status of women in society, group-dynamics, community and organizational intervention and development. Courses in education are offered for educators and coordinators of education in kibbutzim and moshvim, as well as for parents of children of all ages.

All of theses courses share a common aim of nurturing local leadership and expanding the personal horizons of the inhabitants of the region's communities.

9. Technological Studies

a. The School of Practical Engineering

Full or part time study programmes, of two to three years duration are aimed at graduates of technical high schools, students who have completed the pre-academic preparatory course and skilled workers in industry or services. Upon completion of the programme students can qualify as practical electrical, construction, or industrial engineers or technicians, computer programmers and systems analysts.

b. Technical Training Courses - in electronics, computers, motor mechanics, planning and implementation of construction projects, administration of small-scale industrial enterprises, organization of stock-departments, etc, meet the increasingly sophisticated needs of the region and permits its inhabitants to up-grade their skills and keep abreast of technological developments while continuing to work at their regular employment.

10. Agricultural Studies

The Southern and Negev Region is one of the major agricultural areas of Israel. Courses dealing with the particular problems of the region, such as soil and water in the semi-arid conditions of the area, plant physiology in condition of high salinity, irrigation and the use of fertilizers, particular agricultural branches such as cotton or peanuts, and agricultural economics and planning, are available to kibbutz and moshav farmers of the area.

11. Computers in Education and the Community

Computers are playing an increasing role not only in industry and the services, but in education and in the community at large. A number of courses train teachers in the utilization of computer technology and software in the classroom, and in computer programming in their own fields of expertise.

12. The Workers' School

The Workers' School provides a unique opportunity for the hundreds of workers employed in the industrial enterprises of the regional councils in the area and in private industry to further their general education and up-grade their technical skills. Studies take place partly on work-time and partly in the workers' free time, and are geared to the specific level and needs of the workers participating.

An additional programme of studies has been planned in cooperation with the Histadrut - the General Federation of Workers in Israel. This programme, which aims to enhance the workers' self-awareness, covers such areas as industrial relations, labour organization, industrial democracy and cooperatives, inter-personal communication skills, industrial management and organization and so forth.

III The Community Education Centre

The activities of the Community Education Centre focus on the young child and his developmental and educational needs, and are informed by a holistic approach to the child, his family and the community.

In the belief that education begins in the home, and that the parents are child's first and foremost educators, the centre has placed specific emphasis on the development of programmes stressing parent education, parent-child interaction and parent-school partnerships. Within the framework of a number of community intervention projects in the development towns of Ofakim and Sederot, a number of moshavim, and the Beduin town of Rahat, innovative programmes furthering these aims have been designed and implemented. The active involvement of parents and the community in the education of their young children and in their own self-education has contributed significantly to the development of the community at large. Special emphasis has been placed on the training of indigenous para-professional teams to run these programmes.

Another focus of activities has been on in-service training of early childhood educators - nursery nurses, kindergarten teachers and their assistants.

An Early Childhood Resource Centre, which will serve all of the communities of the region is now being established.

The work of the centre has been supported by the Federation of Kibbutz Movements and by the Bernard van Leer Foundation of the Hague, Netherlands. The Centre works in close cooperation with the municipalities in the region, the Ministry of Education and the Ministry of Welfare, Project Renewal and the voluntary womens' organizations.

IV The Applied Research and Evaluation Unit

Applying the concepts and techniques of Action-Research and an inter-disciplinary approach to the needs and problems of the region and its communities, the Unit has undertaken a number of Research and Evaluation Projects. These include:

Negev 2001: A Regional Development Participatory Planning Project.

The Creative use of Micro-computors in Education: Teacher Training and Introduction of an Interactive View Data Network.

Computer Assisted Instruction (CAI): Course-ware Development for Elementary and Secondary Schools.

A Gerontological Study of the Sha'ar Hanegev Region.

Evaluation of the "Educational Development in a Working Community" Project in Sha'ar Hanegev - Sederot.

V Academic Programme for Overseas Students

The Foreign Students Project

In cooperation with the Ben-Gurion University of the Negev, the College is offering a special academic programme for foreign students, with the aim of encouraging Jewish and non-Jewish youth to study in Israel for a period of one semester or a full academic year. Teaching will be conducted in English. The first two groups, of 25 students each, will participate in a one-term course in the summer of 1984. Registration for the 1984 autumn term and the 1985 winter term will begin shortly.

The syllabus is based on the unique characteristics of the region:

1. The diverse forms of communal organization and settlement co-existing in the area: kibbutz, moshav, development town and Bedouin towns and encampments.
2. The desert and its ecology.
3. The rich history and archeology of the area.
4. Community health services.

The syllabus will integrate academic studies with field work and direct experience of life in the region. Students will be accomodated in the Kibbutzim in the area, in development towns, and in the student dormitories at the Ben-Gurion University campus.

A choice of five academic programmes is available to foreing students:

a. Community studies - based on the various behavioural science disciplines; sociology, psychology and anthropology, as related to the types of settlement in the Negev: kibbutz, moshav, development town and Bedouin settlements.

b. Geography and climatology of the desert.

c. Archeology and history of Israel, with special emphasis on the history of the ancient settlements in the deserts of the Negev and Sinai.

d. Community health and medical services.

A special syllabus will be available to students from community colleges and technical colleges.

Excursions all over the country will form an integral part of the programme. Hebrew courses at various levels will be included in the syllabus. Israeli counsellors will work with the groups in order to facilitate their adaption to local conditions.

ERIC® CLEARINGHOUSE FOR
JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA

SEP 14 1984

8118 Math-Sciences Building
Los Angeles, California 90024